**Sportsmanship Group Process**

**Craig Cicero**

**Component #1: Needs, Goals & Objectives**

nchor1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

*A survey of league basketball coaches has shown that 100% of the coaches have a concern about the behavior of athletes during basketball games and team practices. 85% of these coaches feel that the level of sportsmanship in girl’s basketball has decreased in the past 2 years. The head girl’s basketball coach at the school has determined that having talked with the refs from last season that 25% of the referees he has spoken with have said something about either the sportsmanship of players or parents in the stands getting worse at the school. Finally, last years 6th grade girls basketball coach stated that there team had 3 players receive technical fouls and felt that at least 8 of the 10 players showed bad sportsmanship at some point during the season.*

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

*The girls will define their meaning of sportsmanship and will maintain good sportsmanship practices as members of the basketball team.*

3) Student develops **two** measurable objectives for session #1 of the structured group program that supports the established goal (**one** school counseling content and **one** mathematics content).

***Math Objective****: Given a list of rival basketball teams the students will be able to create, read, and interpret a graphic organizer that will show which team they would prefer to defeat in a game.*

***Ohio State Standard: Grade 7 Math: Data Analysis & Probability Standard***

***Benchmark A*** *(Read, create and use line graphs, histograms, circle graphs, box and whisker plots, stem-and leaf plots, and other representations when appropriate)*

***Benchmark B*** *(Interpret data by looking for patterns and relationships, draw and justify conclusions, and answer related questions)*

***School Counseling Objective:*** *After watching a video on bad sportsmanship, students will develop a list of 5 behaviors that create an atmosphere of good sportsmanship.*

***PS:A1:6 Distinguish between appropriate and inappropriate behavior.***

4)  Student develops **two** measurable objectives for session #2 of the structured group program that supports the established goal (**one** school counseling content and **one** language arts content).

**School Counseling:** *The girls will create a list of 3-5 rules that will govern their actions on the basketball court along with fair consequences for breaking the rules.*

**PS:B1.2 Understand consequences of decisions and choices**

**Language Arts:** *The girls will take the list of rules and produce a poster that displays the rules.*

**Ohio 7th Grade Writing Applications 6. Produce informal writings.**

**Ohio 7th Grade Writing Process 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing materials.**

5)  Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

*It is very important for there to be a reason to have a group started in a school. First it is important to not be wasting time as a school counselor seeing that a school counselor is usually being required to do many administrative tasks that are not necessarily part of a school counselors job description. It is also important that the students have a group that is going to meet a need of the school and it can be seen according to data that the need is real. Thirdly, it is important that the counselor is working towards moving the students towards the mission of the school. This is important, because the counselor is a part of a team and that team is the school and the community that is trying to move students towards specific common goals. If the counselor is not working towards the goals of the school, then the counselor will lose his or her credibility and will possibly be forced away from working with students in groups and more into administrative tasks. This will not allow the counselor to use the training that they have and the skills they have to help students. Finally, it is also important that the counselor can show improvement with data rather than just thoughts. Being able to document this data protects the counselor and shows the administrators, school board members, teachers, and community of the worth of the counselor in the school setting. This in turn will allow the counselor to possibly be able to provide more counseling services for students and reduce the administrative tasks given to him or her.  With my group seeing a decrease in technical fouls could be data that could show this.  ANother avenue to see this would be to join the OHSAA program for sportsmanship and try to win the award for being a highly regarded team with regards to sportsmanship.*

**Component #2: Research- Supported and Standards-Based Content**

nchor1) Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #1:** *Group Session #2 Sportsmanship Definition / Consequences*

**Brief Summary of Session:***The group members will start by watching a short video on an example of bad sportsmanship. Next, the students will talk about the feelings of both of the athletes in the video. After talking about the feelings of both athletes in the video, the students will talk about what which team in the league they like the least/would like to beat the most. After filling out a chart for which team is most disliked, the consequences of bad sportsmanship will be discussed. Next, the students will list different characteristics of good sportsmanship on the board. The girls then will come up with a group definition of what good sportsmanship is. Next, the girls will be asked how they felt the group worked together to solve the problem of defining sportsmanship. Finally, the girls will be given a homework assignment.*

**Theoretical Orientation:** *Adlerian*

**Specific Group Technique:** *Democratic atmosphere (Nikelly, 1973, p. 42)****,*** *Humor, visual imagery, observing and interpreting members’ nonverbal behaviors, Socratic questioning, constructive confrontation if needed* *(Erford, 2010, p. 226)*

**Structure:** *This pyschoeducational group is a six session closed group that will be 6 sessions in duration. Each session will be from 3-3:30 pm prior to basketball practice and held in room 108. It will be offered at the beginning of each basketball season.*

**Materials/ Media:** *Computer attached to SmartBoard, YouTube video on sportsmanship, whiteboard, dry erase markers*

**Core ASCA Standard(s):** *PS:A1:6 Distinguish between appropriate and inappropriate behavior.*

**Core State Academic Standard(s):**

*Ohio State Standard: Grade 7 Math: Data Analysis & Probability Standard*

*Benchmark A (Read, create and use line graphs, histograms, circle graphs, box and whisker plots, stem-and leaf plots, and other representations when appropriate)*

*Benchmark B (Interpret data by looking for patterns and relationships, draw and justify conclusions, and answer related questions)*

**Objectives:**

***Math Objective****: Given a list of rival basketball teams the students will be able to create, read, and interpret a graphic organizer that will show which team they would prefer to deat in competition the most.*

***School Counseling Objective:*** *After watching a video on bad sportsmanship students will develop a list of 5 behaviors that create an atmosphere of good sportsmanship.*

**Assessments**:

*1. Demonstrating the knowledge of the consequence of being ejected from a game and recognizing bad sportsmanship when presented in a video form.*

*2. Project of creating a definition of what sportsmanship is.*

*3. Informal observations on the participation and answers given in the group.*

**Procedures/Instructional Strategy:**

*1. The opening will go over the rules of the group that were created at the first meeting since this is the second meeting.*

*2. Next, the need for confidentiality will be went over again, with having the students explain what confidentiality is and why it is important.*

*3. The students will watch a short YouTube video on sportsmanship (bad sportsmanship).*

*4. The students will be asked what they thought of the video and its value with regard to sportsmanship.*

*5. Next the girl’s will be given a choice of a chart of 4 league basketball opponents and will be asked to choose which team they like the least or would like to beat the most.*

*6. The girl’s then will be asked what would the consequence be if they acted like the person in the video in the game they chose in the organizer.*

*7. The students will then be asked for different words they associate with good sportsmanship and the words will be written on the whiteboard/smartboard.*

*8. The girls then will be asked to come up with a definition of what sportsmanship is.*

*9. The girls will be asked how they felt the group worked together to come up with a definition.*

*10. Homework will be assigned.*

**Homework/Ownwork**: *The girls will be asked to come up with 1 way the team can show good sportsmanship on the basketball floor as well as to notice at practice or a scrimmage 1 thing that happens that they deem as bad sportsmanship.*

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #2:** *Group Session #3 Team Rules - Consequences*

**Brief Summary of Session:** *After going over the rules and informed consent again.**The group members will start by going over their homework assignment with writing ideas on the board. Next, the girls will be asked what rules they think should govern their basketball team to make sure they show good sportsmanship. The girls will discuss this and provide 3-5 team rules with regard to sportsmanship. Next, the girls will come up with fair consequences for breaking the rules they have established and discuss what is fair. The girls then will be asked to create a poster displaying the rules and consequences to be posted in the locker room. Next, the girls will be asked how they feel about the group session and the rules they have created. Finally, the girls will be asked to monitor each other during practices and games and to keep a tally sheet of the amount of times the team breaks the rules.*

**Theoretical Orientation:** *Adlerian*

**Specific Group Technique:** *Democratic atmosphere (Nikelly, p. 42), visual imagery, observing and interpreting members’ nonverbal behaviors, Socratic questioning, constructive confrontation if needed, humor if possible* *(Erford, p. 226)*

**Structure:** *This pyschoeducational group is a six session closed group that will be 6 sessions in duration. Each session will be from 3-3:30 pm prior to basketball practice and held in room 108. It will be offered at the beginning of each basketball season. This is the 3rd meeting of the group.*

**Materials/ Media:** *White Board, Dry Erase Markers, Poster Board, Markers*

**Core ASCA Standard(s):** *PS:B1.2 Understand consequences of decisions and choices*

**Core State Academic Standard(s):**

**Ohio 7th Grade Writing Applications 6.** *Produce informal writings.*

**Ohio 7th Grade Writing Process 1.** *Generate writing ideas through discussions with others and from printed material, and keep a list of writing materials.*

**Objectives:**

**School Counseling:** *The girls will create a list of 3-5 rules that will govern their actions on the basketball court along with fair consequences for breaking the rules.*

**Language Arts:** *The girls will take the list of rules and produce a poster that displays the rules.*

**Assessments**:

*1.* *Project of creating team rules and consequences as a group.*

*2. Creating poster with rules and consequences posted.*

*3. Informal observations of live performance at basketball practice and games.*

**Procedures/Instructional Strategy:**

*1. The opening will go over the rules of the group that were created at the first meeting since this is the second meeting.*

*2. Next, the need for confidentiality will be went over again, with having the students explain what confidentiality is and why it is important.*

*3. The girls will go over there homework and will write there 1 way the team can show good sportsmanship on the board as well as the 1 observation they deemed to be bad sportsmanship.*

*4. The girls will discuss the ideas on the board and will be asked to collaborate and create team goals for the basketball team from these ideas.*

*5. The girls will discuss the rules they have created and will then create fair consequences for breaking these rules.*

*6. After agreeing on the rules and consequences the girls will create a poster that will be displayed in their locker room with their sportsmanship rules and consequences.*

*7. The girls will be asked how they felt about working together as a group and if they think all of the rules and consequences are fair and just.*

*8. The girls will be given a homework assignment for the week.*

**Homework/Ownwork**: *The girls will be asked to monitor their sportsmanship at practices and games and to keep a tally sheet of the number of occurrences that are deemed to be bad sportsmanship to discuss in the next meeting.*

4)  Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

*It is very important to use theoretical orientations and techniques in school counseling programs.  The use of these techniques and orientations allows the counselor to use proven methods that work when working with students.  It helps to validate why a counselor is needed and why not just anyone can perform group work.  Following techniques that have been used before allows a baseline for ways to approach working with groups that has been known to work and has data that backs it up.  It is also important that as the facilitator you have a plan of “attack” that you are going to use when working with a specific group, this might change as issues arise, but it gives you a baseline of where to start.  It is also important to be able to use different techniques for different groups, because the same therapy techniques will not work for every single group. Finally, it will make your administrators more comfortable with you doing more group work when they know that you are using proven methods in your care of students.  It is also important to know different theoretical orientations and techniques because different situations will need different theoretical frameworks and different techniques to be successful.  Knowing these different techniques and applying them will help the counselor to plan the group in a manner that can be most successful, rather than going off of trial and error.*

**Section: Component #3: Ethical, Legal, Multicultural**

1)  Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

*First there is a dual relationship that will be happening with me the counselor also being the varsity girls basketball coach.  This means that if someone doesn't behave in the group counseling session, I shouldn't carry it over into playing time or anything like that since it is a school counseling project.  It is also important to realize that all of the girls are 7th grade girls.  Therefore, it is important being a male to make sure that I am aware of the things that I say.  With a group of girls that have good relationships with each other since they are a member of a team as well go to a small school, there is a likelihood that they may be much more open with their thoughts.  It is also important to make sure that I am advocating for them.  Being a coach, but not their direct coach could also lead to them complaining about their coach or other teachers.  As an adult and a coach and counselor it is important to possibly talk about these feelings and to maybe get them to talk with these teachers or coaches constructively.  Finally, it is of course important that the relationship stays as professional as possible and of course, I as the counselor should avoid touching any of them and make sure that there are no sexual inuendo's or anything like this.*

2)  Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

**Ayersville Junior High School**

**Parent/Guardian Consent for Individual and Group School Counseling Services**

This is to inform you that your daughter, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred to the school counselor by the girl’s basketball coach for group work on sportsmanship.

The small group session will be led by Craig Cicero, the K-8 School Counselor whom is a grad student at Liberty University studying to gain a school counselor license in Ohio.

Topics to be covered during the counseling sessions will include Sportsmanship.

Counseling sessions are generally 30 -40 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

**Consent:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the contents of this informed consent.

(please print name)

I give my child permission to participate in the proposed counseling activities.

Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

*The group will consist of many different cultures.  Although the girls are from a predominately caucasian they are from different backgrounds such as Irish, German, and Italian.  There is one hispanic girl in the group as well as one asian girl.  The girls also have different spiritual backgrounds with a few baptist, catholics, and some are unkown to me at this time.  A few of the girls are from divoriced familiy settings as well.  Do to the nature of the school being a small rural community and the girls have all gone to school together since kindergarten with only 52 kids in the class, they know each other pretty well.  Most of the conflict that will occur in this group will deal with surface level things about who wants to make their definition prevalent.  However, some issues that are pent up from being around each other for so long may occur.  The environment will be made safe by using humor, reflecting skills, and blocking.  Also the girls will be encouraged to share their feelings with one another if their feelings are hurt.  The group already is part of a team and the concept of teamwork and this work will just be continuing it.*

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

*If you break ethical or legal codes when you make groups available you will lose your job.  Next, if you are being unethical in your group process then the group will not work.  If you make groups randomly then the groups may not connect and you may not get anything completed.  Also, if your groups aren't any good then no one is going to want to be in your group because word will get out among the students that you are unprofessional.  If you aren't culturally sensitive in groups, then the word will get out to the students that you are a racist or don't like a certain ethnicity or type of kid.  This will discredit your work and won't make it easy for the group processes to work because you won't be able to gain the trust of the students.  Also if you just make groups out of the blue without ethical or professional guidelines your groups won't be effective.  Also, you want to make sure that you do not choose topics for groups that do not lead towards the mission of the school.  If you are in a Christian school for example, you probably do not want to lead a homosexual coming out of the closet group as this would not be very well accepted.  Also you need to make the groups so that the topics are relevant to things that are going n in the students lives.*

**Section: Component #4: Program Evaluation**

1)  Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Math Objective

1. Given a graph of information how comfortable do you feel with inferring what the material is telling you.

Very Comfortable Not Comfortable

1 2 3 4 5

Counseling Objective

2. Which of the following is the best characteristic of good sportsmanship.

A. Helping a player up from the floor from the opposing team at a dead ball.

B. Stepping on a player from the other team on purpose.

C. Yelling at a fan in the stands.

D. Calling a player on the other team a name.

2)  Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Pre-Post Test Session #2

Language Arts

1. Given a prompt, how comfortable are you with creating an idea to write about

Very Comfortable Not Comfortable

1 2 3 4 5

Counseling Objective

2. Which of the following is an appropriate consequence for being late for practice:

A. Reduced playing time in the next game.

B. Made to run 100 no-names.

C. The entire team throws basketballs at you.

D. You have to wear your practice gear backwards for practice.

3)  Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

The use of a program evaluation and outcome-driven programming allows the school counselor to see if the process worked.  If the process does not work according to the data and the outcome, then the counselor can make changes to the structure of the group for the next running of the group process.  The ability to show administrators the data of change is an important part of being able to do a school counselors job.  The school counselor is often having to fight for the opportunity to abide by the standards created by the American School Counseling Association's National Model which gives specific roles for school counselors (Wilkerson, 2010, p. 421).  Having these standards and the evidence that you are affecting students will make your more of an assest in the mind of the administrators.  This will therefore allow the counselor more opportunity to create more programs and to do more group work with students, rather than administrative tasks.  Also, for me personally, I am a competitive person, so doing something and not knowing if it is "winning" or creating good leaves me unsatisfied and left with no baseline of if I am wasting my time or not.  I want my students to improve and in seeing data that shows the improvement it will help my self-esteem and my work ethic so that I know that I am being effective at my job.  If it doesn't work, then it will motivate me to do more work to figure out how to make the program more successful.

**Component #5: Scholarly Writing**

**Student uses correct grammar, punctuation, sentence structure, and spelling.**

**Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.**

Erford, B. (2010). *Group work in the schools*. Boston, MA: Pearson.

Nikelly, A. (1973, January/February). Current Adlerian therapies.

*Comprehensive Psychiatry*, 41-48. Retrieved from

[http://www.sciencedirect.com.ezproxy.liberty.edu:2048/science/journal/0010440X/14/1](http://www.sciencedirect.com.ezproxy.liberty.edu:2048/science/jo%20%20%20%20%20%20%20%0Durnal/0010440X/14/1)

Wilkerson, K. (2010, Winter). School counselor reform and principals'

priorities: a preliminary content analysis of the National Association for Secondary School Principals (NASSP) Bulletin (1997-2007) informed by guiding documents of the American School Counselor Association (ASCA). *Education, 131*(2), 419-436. Retrieved from http://go.galegroup.com.ezproxy.liberty.edu:2048/ ps/i.do?action =interpret&id=GALE|A251534617&v=2.1&u=vic\_liberty&it=r&p=AONE&sw=w&authCount=1